



FY 2005 QUARTERLY REPORT (4TH QUARTER)

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REPUBLIC OF TAJIKISTAN

**Submitted to the
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DEVELOPMENT
By IFES**

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I. GENERAL

During the fourth reporting quarter of Fiscal Year 2005, IFES-Tajikistan's programming centered on the Democracy Summer Camps (DSCs) and the Student Action Committee Fair. Three national Summer Camps were conducted in Tajikistan during the quarter. In addition, the first-ever three country Regional DSC was held in Almaty, Kazakhstan which included the participation of twenty students from Tajikistan. IFES worked through challenges including public health concerns in the area where the camps were to be held, and ultimately moved the camps, based on the guidance of USAID and the Embassy, together with a tremendous level of assistance from the Ministry of Education, to a location with enhanced medical conditions within the Districts of Republican Subordination. The projects featured perhaps the highest level of diversity among students seen at IFES events thus far in the country, with students from all major regions of the country participating. The events allowed the students to showcase their considerable talents and gain additional leadership, communications and presentation skills.

The situation inside the country remained stable during the quarter, though pressure continued to be put on opposition political parties. The trial of Mr. Makhmadruzi Iskandarov of the Democratic Party commenced, and there were signs that at least one new, pro-government political party centered on youth was being formed and in pursuit of registration. Political situation aside, IFES took leaps forward in its relationship with the Ministry of Education during the quarter. The students' growing enthusiasm and involvement attracted the attention and involvement of the Ministry of Education. The Ministry was actively involved in the Civic Education program and was constantly giving back positive feedback. The new Minister of Education, Mr. Abdujabbor Rakhmonov, took a personal interest in the development of the IFES civic education textbook for secondary school students, and requested a personal briefing by IFES Chief of Party Katherine Müller on the status of parts I and II. Successive discussions led to the Minister's intervention to assist with final approval of both parts in three languages. The Minister made appearances at several IFES events including the Democracy Summer Camps, including observing students as they prepared their country presentations for the Regional Democracy Summer Camp. Minister Rakhmonov applauded IFES' Regional DSC for broadening Tajik children's world views and giving them the opportunity to represent their country in front of students from different countries. During discussions with the IFES team, the Minister requested IFES to play a role in the discussion of curriculum reformation in Tajikistan, supporting the IFES call for a permanent, dedicated course to the study of civics. In recognition of her commitment on behalf of IFES to supporting student education, the Minister personally awarded Katherine Müller a Certificate of Achievement from the Ministry of Education. This high honor helped IFES further cement relations with the Ministry and opened up a two-way channel of communication direct with the Minister on all of IFES' civic education initiatives.

IFES-Tajikistan performed numerous organized trainings on the conducting of Student Action Committees (SACs) and Student Local Government Days (SLGD) for interested students. These efforts successfully resulted in new SACs and SLGDs being organized in several districts. The SACs' have been performing useful projects that have benefited both their schools and local communities. These projects have validated and reinforced students' roles as productive citizens. The SLGD activities have also proved to be effective instruments in gaining the interest of local government officials in the students' work and in IFES programming. This interest facilitated the implementation of diverse, local activities in districts throughout Tajikistan. SAC and SLGD activities are expected to increase during the first reporting quarter of 2006 according to the IFES workplan; the SAC Fair attended by all SAC presidents and leaders held in July was a significant catalyst in this programming expansion.

Student Conversation Clubs resumed in September when the students returned from summer vacation. Seven universities have confirmed in writing their participation in this program and the future, official creation of the clubs. During this quarter, IFES-Tajikistan expanded the promotion of Student Conversation Clubs outside Dushanbe. One conversation club was organized in Kurgan-Tube Tajik-Russian Modern University. Students previously involved in IFES first Student Parliament Day, conducted in spring 2005, served as guest speakers at the initial meetings of the Club in Qurghonteppa.

IFES received positive reviews and accolades from other state officials for these conversation clubs and other IFES programs. State advisor Mr. Karamatullo Olimov expressed his satisfaction with the results of the Student Parliamentary Day program and indicated that the Presidential Apparatus will continue supporting IFES' work.

IFES-Tajikistan consistently provided narrative reports to donors to keep them informed and updated about activities. IFES staff is in the process of updating a generic presentation on IFES-Tajikistan programming in order to present it to the new USAID authorities in Almaty, government officials, and other donor organizations.

During this period, IFES Chief of Party Katherine Müller conducted regular meetings with local government officials and international organizations to perpetuate continued cooperation. IFES-Tajikistan established collaboration with the Ministry of Education (MOE)'s Center for Strategic Research and Elaboration of Projects for Education Development, which proved to be a significant development in its efforts to advance the civic education program on all fronts.

II. PROGRAMMATIC ACTIVITIES

School-Based Civic Education Activities

Civic Education Textbook

In past quarterly reports, IFES has reported that, as requested by the former Minister of Education, the Civic Education Textbook was undergoing updates and enhancements. The editing process was restarted after new Minister of Education Rakhmonov was appointed. During the period of August to September, the Ministry of Education performed a new review of the Civic Education Textbook. The newly appointed authorities were invited to present their comments on the textbook content.

IFES-Tajikistan conducted a series of follow-up meetings with the Ministry personnel in order to expedite the revision process and to receive their feedback on Parts I and II of the Civic Education Textbook. Deputy Minister Rahimov notified IFES-Tajikistan that favorable reports from the textbook reviewers were received. The reports, presented to IFES, included revisions from senior lecturers of the Tajik State National University. IFES-Tajikistan also received feedback on the Civic Education Textbook from different government personnel who were asked to provide their input. Presidential Advisor, Mr. Said Ahmedov, visited IFES and shared his views and suggestions for the textbook. The report and the textbook approval decision are expected to be discussed in an upcoming collegium's meeting at the Ministry.

The Minister of Education informed IFES that he is reading both volumes of the textbook and has already provided some feedback through several meetings. He, personally, has worked with the Civic Education Textbook Coordinator and the IFES Chief of Party on making these changes.

Meanwhile, IFES-Tajikistan proceeded to edit the textbook with Faridun Hodizoda, the Operational Coordinator of the Tajikistan Dialog Project who has worked in reviewing textbooks for the Ministry of Education. Three new textboxes and some pictures from the Tajik classical poets and writers were added. Relevant parts of President Emomali Rakhmonov's speeches on corruption, civil society, and the youth's role in society were also inserted. Mr. Hodizoda suggested including a list of relevant websites in the textbook as a resource for the students, which IFES hailed as a progressive suggestion to encourage students to use the Internet. IFES-Tajikistan continued to make revisions to the book as it awaited a formal decision from the Ministry.¹

Additionally, IFES-Tajikistan discussed Chapters 17 and 18 of the Civic Education Textbook with representatives from local NGOs, including the women's NGO *Traditions & Modernity*. The discussion centered on women in politics and in political life in Tajikistan. The Civic Education Textbook was submitted earlier to these groups for their review. IFES received their comments and suggestions on the aforementioned chapters and worked to incorporate them.

Activities focused on obtaining complementary funding for Civic Education activities and promoting the use of the textbook

On August 16th, IFES Chief of Party Katherine Müller and the IFES local Civic Education Textbook Coordinator met with the CARE International Country Director to discuss possible cooperation on the Civic Education Textbook. CARE is potentially interested in funding the textbook in schools where CARE is developing their programs. The CARE Country Director suggested conducting a training session for CARE regional coordinators as a first step. She said it was necessary for the CARE staff to understand and disseminate the importance of civic education and interactive methodology. Then they will be able to request the textbooks for the schools where the CARE program is present.

IFES-Tajikistan also held a meeting with the Aga Khan Foundation about possible cooperation with the Foundation's education division. Both institutions' programs and activities were shared and discussed. IFES received a list of schools participating in the Aga Khan Foundation's education project. An agreement was reached where these schools will participate in the IFES Civic Education Program and the Foundation may print the textbooks for their participating schools. A suggestion was also made to establish a model school via the involvement of international organizations that are providing assistance to implement the Ministry of Education's programs. This school would receive aid from all the specialized organizations in a comprehensive and coordinated fashion; and therefore serve as a model after the international organizations complete their direct assistance.

The IFES Chief of Party, with assistance from the Civic Education Textbook Coordinator, prepared Training Activity Request Forms (TARFs) on the following subjects:

- Civic Education/Interactive Methodology Training for MoE, DoE, and the AoE, and Teachers' Retraining Institutes
- A follow-up seminar for civic education study tour participants discussing the institutionalization of the Civic Education course

¹ IFES learned in mid-October that the textbook had formally been approved by the Ministry of Education for formal usage in secondary schools across the country.

The TARFs were submitted to USAID in Almaty and a copy was submitted to AED Tajikistan. Upon the request of AED Tajikistan, IFES team prepared a budget for each of the TARFs. They were presented to AED. The goal of these programs is to support the formal implementation of the civic education activities as part of the curriculum and to provide acceptance and support from the Education Departments throughout the country for the teachers who are using the textbook and applying interactive methodology in their classroom administration.

The Civic Education Textbook Coordinator met with the PEAKS Regional Coordinator, Mr. Toirvo, for Save the Children Federation Inc. Save the Children is opening resource centers in the Ghonchi district in the Soghd region and in Kolkhozobod in the Khatlon region. While collecting materials for these centers, Mr. Toirov found the IFES Civic Education Textbook on the Internet. He requested three or four books for each center. These books will be provided when the new set is printed.

Distribution of Uzbek Language Edition of Civic Education Textbook

IFES-Tajikistan distributed Part I of the Civic Education Textbook in Uzbek among 9th grade students as well as the Teacher's guide in schools across the Districts of Republican Subordination and Khatlon oblast. The Teacher's manual has been distributed among teachers who earlier participated in the Teachers' Training course. The schools' administration, along with the students, showed a high degree of interest in the textbook. They expressed their gratitude to IFES-Tajikistan and warmly thanked the Civic Education Textbook Coordinator. They emphasized that they will contribute to IFES-Tajikistan's efforts in supporting civic education.

The following distribution data describes the number of schools and students that received the textbook:

Khatlon oblast

Districts	# of schools	# of students
Qurghonteppa	3	120
Jomi	2	32
Shahrituz	2	76 (including 16 Tajik versions distributed in an orphanage)
Kolkhozobod	5	193
Bokhtar	5	134
Sarband	1	20
Hamadoni	1	58

Dushanbe & Districts of Republican Subordination

Districts	# of schools	# of students
Dushanbe	2	74
Jirgatal	2	97
Shahrinav	5	268
Tursunsoda	2	115
Hissor	2	33

Vahdat	1	30
Rudaki	1	20

Democracy Summer Camps

IFES-Tajikistan successfully implemented three national democracy summer camps and actively participated in one regional camp held in Kazakhstan. One national summer camp was held in Soghd oblast and two national summer camps were held in the Dushanbe area.

National Camp in Kairakkum, Soghd oblast

The closing ceremony of the first national Democracy Summer Camp in Kairakkum, Soghd Oblast opened the fourth quarter. The IFES Chief of Party and School Based Activities (SBA) Coordinator both attended the closing ceremony. IFES invited several guests from the Oblast Hukumat. The Head of the Social, Cultural and International Department of Soghd Oblast Hukumat delivered a speech about the importance of youth's participation in their school and community. Other guests included: the Deputy Head of the Education Department of Soghd Oblast, Khujand University, the Association of Women Lawyers, and a well-known women's leader in Tajikistan. The camp was implemented by the IFES Field Coordinator in Khujand in concert with IFES' local NGO partners. The camp was organized and implemented by the IFES Field Coordinator in Khujand and had 110 participants from the region, who were selected on a competitive basis. Students learned and practiced leadership skills and a newfound understanding and appreciation for democratic governance and civil society as a result of their participation in activities during the ten-day camp. It is expected that these students will become leaders among their peers and volunteer their time with in-school activities such as SACs and in the future with new summer camps.

National camps in Dushanbe Area

IFES-Tajikistan collaborated with trainers and designed seven training modules to be taught during the national democracy summer camps. These models included: International Standards and Principles of Democracy, Youth Rights and Responsibilities, Labor Migration and Trafficking, Voter Education and Elections, Women's Rights and Gender Issues, Human Rights, and Critical Thinking. A module on personal hygiene was also developed as a way of preventing health problems in light of the recent cholera outbreak. The IFES team also prepared informational handouts organizing and managing SACs and participating in SLGDs for the trainings.

Additionally, IFES-Tajikistan, in cooperation with the International Red Crescent and a local NGO, prepared and executed training seminars on Disaster Preparedness and First Aid as well as HIV and drug abuse prevention. Two artists were hired to provide the students with lessons in drawing. Visits to the National Museum of Antiquities were organized.

The IFES Chief of Party conducted a five-day intensive training on new approaches and methodology for the national summer camp trainers. All trainers were required to prepare the exercises and support materials for their modules and to discuss them with each other. All exercises were directly related to the topics.

IFES staff members and the field office staff prepared the modules for the DSCs as a mechanism to strengthen their knowledge in democracy related topics. Scopes of work were prepared for the camp organizers, monitors, trainers, and logistical support. Camp regulations were also written and discussed with the students.

The first camp was held in Varzob and included 95 students. The second camp had 86 students from the Khatlon, DRS, Dushanbe, and GBAO regions.

IFES placed high importance on the closing ceremonies and ensured that the events demonstrated that students gained knowledge to the guests. The guest list for the first camp's closing ceremony included the Deputy Minister of Education of the Republic of Tajikistan, Farhod Rahimov, the Deputy Ambassador of the United States to the Republic of Tajikistan Thomas Armbruster, the British Ambassador Graeme Loten, the representative of USAID in Tajikistan Mavjuda Nabieva, IOM representative Firuz Sattorov, and the representatives from Red Crescent, Davron Muhammadiev and Ergash Malikov. Press journalists also attended the ceremony.

During the ceremony the students presented four brief plays:

- Balance between youth rights and responsibilities,
- What they learned about HIV and drug abuse prevention,
- Why it was important to learn about disaster preparedness and first aid, and
- What they learned about labor migration and trafficking.

Students and guests then participated together in a game, in which they had fun answering questions on democratic issues. The guests congratulated IFES-Tajikistan for the methodology employed in the camp trainings and in the final ceremony. A special recognition was given to the Disaster Preparedness and First Aid and the HIV and Drug Abuse Prevention trainings.

The closing ceremony for the second camp included Mr. Said Akhmedov, Presidential Advisor, Muhammadiev Davron, Red Crescent Tajikistan Vice President, Lochin Faizulloev, Deputy Chairman of Varzob District, Mavjuda Nabieva from USAID, the Head of the Education Department, and the Head of the Executive Office of Varzob. Media representatives were also invited to participate.

Regional Democracy Summer Camp in Kazakhstan

IFES offices in Tajikistan, Kazakhstan and the Kyrgyz Republic worked jointly to organize its first-ever Regional Democracy Summer Camp, held at Tau-Samal in Kazakhstan. Twenty students from Tajikistan traveled to Kazakhstan to participate in this landmark event, having been selected on a competitive basis from hundreds of worthy applicants from across the country. The ten-day event featured approximately twenty students from each country living and learning together to improve their leadership skills and practical understanding of being an active citizen in a democracy. A special theme of the Camp was tolerance and conflict resolution, which has taken on greater importance for young persons in light of recent difficulties in the region and the pressures young persons face in their lives every day to get ahead. The Camp featured a high degree of camaraderie among the students, who came in some cases from vastly different backgrounds². In addition to twenty students per country, each country delegation featured trainers, mentors, and IFES staff who provided instruction and guidance.

² Even within some country delegations there were students from urban centers and mountainous, rural locales, making for a very diverse collection of participants.

Working with IFES staff, Summer Camp trainers from the Tajik NGO *Manija* developed six training modules for the regional camp in Kazakhstan that focused on leadership and communication, including:

- How to Work in a Team
- How to Overcome Obstacles in Communication
- Interactive Teaching Methods
- Conflict Management Styles in Conflicts
- Critical Thinking
- International Organizations



IFES Field Coordinators from Khujand and Qurghonteppa held a preparatory meeting with participating students and their parents from those regions prior to the Regional Camp to address all programmatic and logistical details prior to departure.

IFES-Tajikistan prepared a special logo for the Tajik participants in the regional camp, which reinforced the importance of joining efforts among the three countries. Students were provided with T-shirts with this logo in order to facilitate their country identification while traveling to and from Kazakhstan.

The selection process was based on specific criteria, including knowledge of the Russian language, which is common among the three participating countries. Announcements to recruit camp participants were made. Students completed applications, prepared essays and participated in interviews. A total of 124 students from all the regions of Tajikistan applied for this camp. Thirty-two applied in the Soghd area, six in GBAO, twenty-five in Khatlon, thirty-one in the Districts of Republican Subordination, and thirty in Dushanbe. An IFES team visited each region to interview the participants.

On July 7, all twenty participating students came to the IFES office in Dushanbe and received a full-day orientation meeting to prepare for the regional camp. During this meeting, the students met each other and received information on logistical issues. They also prepared and rehearsed a presentation on Tajikistan. The Minister of Education Abdujabbor Rakhmonov, met the students and, after observing their presentation, made important suggestions that were well received by the students. The Students' presentation included a PowerPoint on Tajikistan's geographical location, economy, culture, demography, education, structure of government, resources and future prospects.

The Tajikistani students prepared another presentation to simulate a Tajik wedding, discussing the role of women in society vis-a-vis men. They prepared songs, national dress, and musical instruments in order to conduct the enactment.

Minister of Education Rakhmonov told the students that, as future leaders and activists, he expects future governmental ministers and government officials to emerge from their ranks. He noted that by attending summer camps, students have an opportunity to enhance their outlook and make contacts with others of their age from other countries. The Minister mentioned that the Tajik nation has a great history and historic personalities who are known worldwide, thereby instilling a sense of pride among the students that has often been lacking. He reminded students that they will be like Tajik ambassadors representing Tajikistan during the summer camp in Kazakhstan, therefore they should not forget to show the best of Tajik culture and identity and be very active among students from other countries. Rakhmonov ended his speech wishing students all the best in their trip and said the country expects them to return as heroes. The speech, which resembled what some might consider a coach's pep

talk before the “big game,” resonated on several levels: it displayed a surprising hands-on involvement and active interest of the Minister of Education himself, showed the Ministry’s attempt to instill national pride among its students by making historical references, and displayed an understanding by educational authorities that events of the recent past³ have had on the national psyche.

The AED/Start Country Director, Shamsiddin Karimov, participated in the orientation meeting. He guided students through the upcoming logistical procedures and motivated them to obtain as much information as possible and to share the experience they gain during the camp with their family, relatives and friends at school.

The Regional Camp provided all students a unique opportunity to share and compare their experiences as young persons growing up in “emerging democracies” in various stages of development fourteen years after the fall of the Soviet Union. They received direct experience in designing and understanding government structures and the concept of public accountability, thereby underscoring the need for non-governmental, non-partisan monitors over the process of governance. There was frank talk concerning recent parliamentary elections in each of the countries and perceptions in general in the development of democracy in their own as well as neighbouring countries in the region. Students made new contacts and friendships and were expected to share their experiences with peers back in their home counties as well as with their teachers and parents. In spite of initial logistical challenges, the Regional Camp was conducted to a successful conclusion and provided ample testimony to the value in holding regional events for young persons. For the Tajik students, the experience was remarkable and exposed them to the “bigger world” and broadened their horizons as to what they can achieve if they work hard and continue showing the dedication that brought them to the camp in the first place.

Upon return to Dushanbe, students from the Tajik delegation held an impromptu briefing on their experiences for education officials and met with groups of students from area schools to encourage them to study civics and be active participants in their schools and communities. This unexpected set of meetings provided particularly encouraging to IFES staff, who pledged to monitor the students activities in their home schools (many of which contain SACs and SLGD projects) during the upcoming school year.

Student Action Committees (SACs)



Student Action Committees (SACs)

From July 28-29 IFES-Tajikistan organized a Student Action Committee (SAC) Fair with funding provided by USAID, AED, and Relief International-Schools Online. The Fair featured the participation of 120 SAC presidents, potential leaders and mentors from SACs throughout the country, who met and worked with expert mentors to present their most successful projects, discussed lessons learned, and shared best

practices. IFES-Tajikistan invited the regional DSC participants to the SAC Fair in order to provide them with an opportunity to share their experiences with SAC presidents during the

³ The “past” in this sense meaning the loss of pride associated with the Civil War as well as the relative standing Tajikistan has among its larger, wealthier neighbors in Central Asia as well as its traditional position in the former Soviet Union as one of the lesser-developed republics.

Fair. This became a success story as the Regional Camp students were able to successfully provide training in Leadership to the SAC participants.

The event took place in a beautiful location of Guly Maida in Varzob district, the place selected by IFES-Tajikistan after several reviews as a most convenient and reasonable for conducting the two-day event.

IFES' Schools Online Coordinator worked with IFES' Field Coordinators from Khujand and Qurghonteppa offices to prepare the list of participants, send invitation cards for the Fair participants, and arrange the time and place in which they will be received upon their arrival in Dushanbe. Excluding mentors, the list of SAC Fair participants included forty-eight boys and fifty-eight girls: fifty from Sughd Oblast, eighteen from Khatlon Oblast, eighteen from Dushanbe, nine from GBAO, and eleven from the Districts of Republican Subordination.

IFES staff members actively contributed to arrange all the logistical issues putting every effort to insure the successful implementation of the Fair. Special telephone equipment was hired to provide communication network during the days of the SAC Fair in the Varzob district since there is no telephone link in the area. IFES hired a medical doctor to be on duty during the Fair in case there is any need for medical attention.

IFES-Tajikistan hosted a representative from IFES-Kazakhstan during SAC Fair event in order to continue strengthening the coordination and to observe possible sites for joint regional activities which can be held in Tajikistan in the future.

Overview of SAC Fair Activities

Early on July 28, the IFES-Tajikistan team gathered at the Hotel Tajikistan and warmly welcomed all the student-guests. T-shirts with the SAC logo were distributed among students. Then students were taken to Varzob Valley by special buses and escorted by a security vehicle from the Defense Ministry.

The beautiful location of Guly Mayda, combined with a positive learning environment supplied by IFES, made a great impression on SAC presidents and young activists representing schools from around the country. Students became familiar with the environment which served to facilitate an intensive but fun workshop for the consecutive two days. Students and teachers were presented with IFES-Tajikistan programs and activities through the IFES corner stand-board and posters which reflected the comments of their peers from SACs throughout the country.

IFES-Tajikistan Chief of Party Katherine Müller opened the event, greeting and welcoming the participants and introducing them to the goals to be achieved and the rules to be followed during the SAC Fair. Students were then given time to prepare their individual presentation on their activities and achievements of their respective SACs. Students engaged in producing the best presentations. The IFES team supervised and assisted the groups during the whole event.

AED Country Director Shamsiddin Karimov, Deputy Minister of Education and Romania Study Tour participant Farhod Rahimov, and Anvar Ibodov (also a Study Tour participant) from MOE arrived at the Sac Fair to meet with the students. Shamsiddin Karimov spoke with students reminding them of the importance of the event in their lives and encouraged them to use the opportunity to enrich their knowledge while meeting with counterparts.

Farhod Rahimov made a speech encouraging students to turn the meeting into a queries session. Using this opportunity, students directly addressed their questions and suggestions to the Deputy Minister of Education, which only a few years ago would have been unthinkable. A student

requested education representatives to pay more attention to rural schools where the level of knowledge of the new generation is deteriorated and far behind. The Deputy Minister said the government is trying to provide Internet connectivity at schools across the country whereby the schools in rural Districts will be kept updated through on-line activities.

A student who requested financial support to renovate a school building in their district was asked by Farhod Rahimov to give the full address of the school so as to include it to the list of “desperate” schools which will be reconstructed with the money recently allotted by the Government. A warm conversation followed clearing all the students’ questions and receiving their suggestions. At the end of the conversation the guests took photos with students and shared a coffee break.

Students then presented their best projects. The presentations reflected students’ enthusiasm as to their SAC activities. Having finished their presentations, students were directed to vote for the best presentation in each group. They cast their votes in the ballots and the three best presentations in each group were announced and received prizes.

Additional training was conducted on the topic “Society and Responsible Citizenship,” and students also received valuable instruction in leadership issues from those volunteer students who had participated in the Regional Summer Camp in Almaty. They discussed the notion of leadership, duties of a leader in a team and the negative and positive aspects of a leader’s activity. Questionnaires were distributed among students in order to test their personal abilities and qualities. The results of the tests were evaluated by the supervisors.

Students showed a lot of enthusiasm during both days of the Fair. Early in the morning students eagerly listened to IFES Chief of Party Katherine Müller who gave a presentation “Habits for highly efficient people” which helped them to seize the meaning and advantage of being active-both in their personal and in their social life. Students were encouraged to be proactive and make their own decisions, to identify the urgent and less urgent activities and always work hard to accomplish their goals. Students were motivated to be good leaders and to do their work with love. The essence of “win-win” situations was explained to the students. Müller taught students “first to understand other people before trying to be understood.” Students received many recommendations and examples of real life situations.

Representatives from the press and electronic media attended the closing ceremony of the SAC Fair. Students were asked to identify common problems and discover creative solutions. They talked about potential school improvements, health and hygiene issues (including HIV/AIDS) and social issues such as alcoholism and drug addiction.

Minister of Education Abdujabbor Rakhmonov, came to meet the SAC presidents from schools around the country. The Minister of Education spoke in a friendly tone with students, encouraging them to always be confident of their knowledge so that they will be successful everywhere. He condemned corruption and asked students never to believe or engage in things like corruption. Mr. Rakhmonov said students have an opportunity to exchange their views and opinions in order to develop their outlook. The Minister wished success to the students in their studies.

The Minister expressed gratitude to IFES-Tajikistan for rendering support and assistance in the education field in Tajikistan. He thanked IFES’ Chief of Party, Katherine Müller, and announced that during the following weeks an Honorary Letter will be awarded to IFES-Tajikistan on behalf of the Ministry of Education.

SAC/SLGD Trainings

During the fourth quarter, IFES conducted training seminars on Student Action Committees and Student Local Government Days in Bokhtar and Vose districts of Khatlon Oblast and Tursunzade and Faizabad of the Districts of Republican Subordination. The trainings were intended to encourage students to expand SACs and conduct SLGDs as part of civic education. The IFES team negotiated with local Hukumats and educational departments of the districts and successfully carried out the trainings.

More than fifty students and ten school teachers of Vose and Sarband districts were trained on how to establish SACs, the importance of having SACs at their schools and the community. Teachers and students working together in practical exercises prepared a draft programs to be implemented by SACs. The second day of training included the cooperation of a Student Action Committee with the local NGOs and the local government. Participants determined the SAC programs which can be linked or addressed to the local government. Student Local Government Day program was explained to participants. The students worked in groups preparing the dialogue on how to approach the local government officials in terms of communication. During the two-day training, the representatives from education departments of both districts actively participated in group work and exercises. They assisted IFES during the second day participating in practical exercises.



Group discussion during SLGD training in Sarband

In Faizabad, twenty-two students, five teachers-mentors and two methodologists from the local Education Department and Head of the Jamoat of Faizabad district participated at the two day-long training. From Tursunzade, the training participants included twenty-seven students and five teachers-mentors. IFES' Coordinator, Fakhridin Safarmamadov, provided the basic information on SACs and distributed material handouts on SACs and SLGDs.

SAC follow up activities

IFES carried out a series of follow-up visits to schools across Soghd Oblast. IFES' Khujand Field Coordinator met with teachers and students including former SAC presidents and discussed the dates of the election of new SAC presidents, the SACs' workplan for 2005-06, tasks for SACs, the importance of community involvement in the project, and increasing the number of SAC members. During the meetings students were motivated to prepare reports including weekly, monthly, quarterly and annual reports and submit them to the IFES representative office in Khujand. IFES' Field Coordinators worked with candidates for SAC presidential elections, prepared voting bulletins, helped prepare the candidate's program of presentations on the day of the election, and participated in the SAC presidential elections.



Student casting his vote during SAC presidential election

The IFES Field Coordinator spent every Thursday afternoon receiving new SAC presidents at IFES' Khujand office. She discussed with them organizational matters, solutions for their problems, and their SAC activities. Students provided reports on their SAC activities and discussed plans for opening new SACs in other schools. The meetings give SAC presidents the opportunity to share information and learn from each other

about new ideas and how to realize their projects. To date, forty-two SAC presidents and members have been received at IFES Khujand; most of them were SAC Fair and DSC participants. IFES put a strong emphasis on ongoing monitoring and follow-up during the quarter, and as a result was able to play a very hands-on role as SACs continued their activities and new ones got started.

The IFES Coordinator visited the Head of local education departments and discussed expansion of SACs and supporting their activities at schools, orphanage needs, IFES' CE Textbook, and organizing courses on CE.

The IFES team participated at a SAC presidential election in Kulyab Lyceum #1. Students' parents, RISOL representatives and members of the regional political parties were invited to this event. IFES-Tajikistan observed the entire election process beginning with the pre-election campaigns to the vote counting and ending with the declaration of the results.

During a visit to Penjakent, IFES' Chief of Party Katherine Müller had the opportunity to meet with IFES' SAC students. The students indicated their interest in launching a joint newspaper, for which IFES agreed to provide assistance in design and layout. The students will look for funding from private companies in Penjakent. IFES provided additional training in use of the Internet for these students, in order to improve their knowledge of technology and access to online resources. This also had the by-product of enabling them to better communicate with other SAC students. IFES learned that Internet cafés are available for the students' use in Penjakent.

SAC Presidents Take Initiatives

Students displayed growing interest and involvement in SAC activities in Soghd Oblast during the quarter. Former SAC Fair and DSC participants demonstrated significantly more activism than their peers. A group of SAC presidents from different schools came together during the quarter to present their SAC projects and activities to several other schools planning to open their own SACs in their regions. These students assisted and participated in the SAC presidential elections held at those schools.

A SAC President from Isfara organized a seven day-long seminar titled, "Let's give a hand to the orphans," at the RISOL International Learning Centre and Orphanage. A total number of ten children from orphanage #1 in Suhrob and in Isfara were invited to participate. The seminar's aim was to attract charities for the forty-two children who either had only one parent or no parents. The SAC president distributed gifts to the orphans. As a result of this seminar, SACs from Khujand-area schools and the IFES Field Coordinator in Khujand developed the following action plan as a "blueprint" on how to carry out the activity:

- Contact an NGO or project to provide computers for an orphanage
- Find permanent care for the orphanage
- Collect clothes for children on the eve of the holy Ramadan holiday
- Visit the orphans every month and teach them how to use computers
- Lobby the principles of schools #8, 11, 13 about allowing them to learn more about computers during the holidays
- Involve the SAC Presidents of Khujand schools in these initiatives
- Organize games during vacations
- Invite the orphans to the parties at their schools

SAC presidents also suggested incorporating the following activities into their planned list of activities for 2005-2006:

- An excursion to Khujand (Arbob),
- Find a sponsor to buy a computer for orphanage
- Bring orphans to the Children's theatre in Khujand during the New Year holiday
- Collect clothes and stationary on the eve of the Muslim holidays
- Organize concerts for orphans.

Success stories are constantly being developing as SAC Fair participants' efforts and initiatives evolve. SAC Fair participants are constantly designing new activities, organizing more SACs, and executing democratic elections for future SAC presidents in Soghd Oblast.



Local Olympiads

IFES-Tajikistan designed a series of Olympiads testing knowledge of civics topics for students from different schools. The IFES team prepared the test paper and questions for the verbal examination for the first Olympiad on Civic Education and Rights. This Olympiad was successfully implemented and involved students from School #35 and School #1 in the Faizabad district. Group of students from school #1 comprised of four boys and four girls hosted the event.

Three boys and five girls composed the team from school #35. The team of juries included IFES team members, a SAC mentor from school #35 and four teachers from the host school. Students were tested in three stages: a written test where students had to select the right answer from three given variants, a quick answer session, and problem exercises where the groups competed to find the best solutions. Both groups showed their competitiveness and knowledge during the three stages. Comparatively the guest team from school #35 proved more knowledgeable and efficient than their counterparts. Therefore, they won the Olympiad with five more points. Both groups received accolades from the juries and were awarded citations of appreciation for their efforts. The Olympiad produced very positive results for the students. Students from school #1 became even more motivated and stated they would open a SAC at their school, which would help them use their skills and creativity to make a difference in their local communities.

More Olympiads are expected to be implemented during the next quarter. IFES representatives coordinated with the Head of the Education Departments and school directors to implement the Olympiads in different districts. The Educational Department and the school administrations expressed their gratitude to IFES-Tajikistan for encouraging, supporting, and executing these types of activities.

Student Local Government Day Program (SLGD)

Following the SLGD trainings, IFES successfully implemented SLGDs in three districts, including Sarband, Faizabad, and Vose. In Sarband, seventeen students spent a day interacting with and learning from government officials. Four teachers, including one from the local Education Department accompanied the students throughout the day. The First Deputy of the Sarband Hukumat (local government)



participated in the event as well as representatives from the Department of Ideology, the Department of Education, the Environmental Protection Department, the Youth Department of Hukumat, the Organizing Department, the Village Council Vahdat, and the Department of Industry. The First Deputy of Sarband Hukumat introduced the students to the government's tripartite structure of executive, judicial, and legislative bodies at the local level. He met with IFES representatives and welcomed their initiative in organizing SLGDs in the Sarband district.

SLGDs were successfully implemented in Faizabad and Vose districts. In Faizabad, nine girls and eight boys from different schools, including from villages and towns, participated. Four teachers accompanied the students and guided them through the process. Five local government officials explained the Hukumat's structure and how it functions.

In the Vose district, thirty-three students participated in the SLGD event organized by IFES Coordinator Salohiddin Shamsiddinov. Nineteen of those students, four girls and fifteen boys, guided by five teachers, participated in order to become acquainted with the local government's work. Nine government officials hosted the event.

IFES representatives Salohiddin Shamsiddinov and Fakhriddin Safarmamadov traveled to Tursunzade to conduct the SLGD. Unfortunately, the event was postponed due to the local government representatives choosing to participate in a cotton picking campaign.



The event was a landmark for IFES' work in the Districts of Republican Subordination, traditionally challenging areas of the country in which to operate. Local officials were very cooperative and welcoming of the students, a precedent that has become the norm rather than the exception. Prospects for further expansion of the project, in accordance with the IFES workplan, looked very bright on the eve of the 2005-2006 school year and the new fiscal reporting year.

Student Conversation Clubs (SCCs) and Student Parliament Day (SPD)

For the first time, IFES-Tajikistan promoted Student Conversation Club (SCCs) outside of Dushanbe, specifically in the Qurghonteppa region. SCCs were organized at the Russian-Tajik Modern University. Another first for IFES is having previous SPD participants serve as guest speakers and experts at the newly formed SCCs. SPD participants who discussed Tajikistan's entrance into the WTO with parliamentarians demonstrated their professionalism and capability to be guest speakers. The guest speakers presented an informational panel of the following

*SPD participants highlighting basic problems
Tajikistan which could be solved through
efforts of its young citizens*

topics: Tajikistan's entrance into the WTO, investment, industry, unemployment, labor migration, agriculture, and poverty reduction. Students belonging to the newly formed SCCs were encouraged and inspired by their peers'

confidence in discussing important issues. This first session was transformed from gradual, timid questions by the university students into passionate debates. Participants requested another session about the WTO. IFES representatives supported the students and encouraged them to develop work plans and organize frequent discussions. They also reminded them that IFES-Tajikistan is always available to provide experts to support their discussions.



Modern University listening to their counterparts

Prior to the discussions, the IFES team that accompanied the students to Qurghonteppa met with Davlatbi Muminova, the Rector of the Russian-Tajik Modern University. They explained the main objectives of the SCC program and briefed her on IFES' programs and

activities, particularly the creation of Student Discussion Clubs at other universities in Tajikistan. IFES' Project Assistant, Khurshed Rahimov, reminded authorities that the programs are implemented under a working agreement between the Ministry of Education and IFES-Tajikistan. University Rector Davlatbi Muminova expressed an interest in Conversation Clubs which already function at the university and indicated the need to enhance the students' activities. She noted that the SCC project is still in its initial stages at the University and students need more experience in active participation, and therefore welcomed IFES for its further cooperation.

Meetings

IFES-Tajikistan representatives visited the Russian-Tajik Slavonic and Tajik State National Universities. The team discussed with the university administration future cooperation for the Student Conversation Club program. IFES representatives explained how the goals of the Student Conversation Club and Student Parliament Day programs coincide with the university's goals. University professors expressed interest and hoped to establish a future partnership with IFES' student programs. One of the English language teachers suggested that students would be interested in participating if IFES organized meetings with guests from the U.S. or Great Britain. This international interaction would allow students to practice their language skills and learn about different cultures.

At the Russian-Tajik Slavonic University, the IFES team met with the Deputy Head of the Conversation Clubs centered on Spanish language. This meeting revealed that the Slavonic University students are required to either open a community service club or a cultural club within their university. The former will bring the most active students together who will invest their time performing volunteer work for the community, such as helping war veterans. The latter will organize cultural activities. A special council will coordinate the clubs' activities. The council leader will be selected by all the clubs' members.

The Deputy Head of the club promised to visit IFES-Tajikistan's office in Dushanbe and to provide an official letter for the newly organized clubs and a membership list.

The most active students at Tajik State National University (TSNU), who are members of the Young Diplomat SCC, transformed the auditorium into a conference hall. Meetings, seminars, and conferences with international and local organizations will take place in this room. These students also opened a new club called *Harmony*. IFES-Tajikistan was invited to attend the club and the auditorium's opening ceremony. This event was a joint activity between IFES-Tajikistan and the Young Diplomat SCC from Tajik State National University.

Ceremony participants included: the Deputy Minister of Foreign Affairs, the Head of International Relations Department at TSNU, and the Deputy President of TSN University. Students from the SCCs at Tajik Technological and Russian-Tajik Slavonic Universities were also invited and participated in the ceremony.

The Deputy Minister of Foreign Affairs Mr. Nasriddinov delivered the opening speech. He congratulated the students for their initiative to open a new club within the Department of International Relations. The Deputy Minister expressed his satisfaction with the activities implemented by the Young Diplomats SCC. He wished the new club the same type of success in their programming endeavors. The Deputy Minister thanked IFES-Tajikistan for their dedication and help. Mr. Nasriddinov stated that



Deputy Minister of Foreign Affairs Mr. Nasriddinov expressing gratitude to IFES-Tajikistan for supporting educational activities

the Ministry of Foreign Affairs is open to supporting these types of clubs and asked the IFES SCC Program Coordinators to contact the Ministry anytime they need help.

IFES representatives congratulated both the students and professors for successfully opening the new club and discussed future activities with the students. At this first meeting, students discussed the construction of two hydro-electric stations in Tajikistan in relation to Tajikistani-Russian bilateral relations. The Ambassador of the Russian Federation to Tajikistan, Mr. Ramazan Abdulatifov, was suggested to be a guest for the conversation club.

A group of students from the National University branch demonstrated initiative by establishing a SCC at the University branch. Students requested information and assistance from IFES-Tajikistan to open a SCC. IFES provided basic guides and information on the SCC to the students. During the upcoming weeks, the university administration will approve the Club's Charter. They will then reconnect with IFES-Tajikistan to discuss new plans designed for their SCC.

Students from the Tajik-Russian Slavonic University Spanish club conducted a Student Conversation Club at the IFES-Tajikistan office. The Spanish club is a part of the "We help people" SCC at the University. A total number of seventeen students participated and discussed new suggestions for SCC activities. During the meeting, students showed interest and initiative for the SCC. Students discussed the formal opening ceremony of the "We help people" SCC at the Tajik-Russian Slavonic University. Students planned to invite representatives from international organizations and the university administration. They also submitted a work plan they designed for the October-December period and the complete list of SCC participants at the University.

The IFES team also met with the Head of Dushanbe Educational Department. IFES made a brief presentation about their education programs and shared some materials with the Dushanbe Educational Department. The Head of the Educational Department received these publications and expressed her interest in IFES' programs and cooperating with IFES in the future.

IFES-Tajikistan Chief of Party Müller and Civic Education Assistant Tohir Latofov traveled to Penjakent to conduct a series of meetings on IFES civic education programs with education officials. Chief of Party Müller met with the Director of the Educational Department, the Head of the Inspectors, and the Head of the Methodologists. Their meetings focused on the Civic Education Textbook, the SACs and the SLGDs. There are currently four SACs in Penjakent. Critical thinking and interactive methodology were key topics during this meeting. The education officials welcomed future work with IFES and indicated their willingness to support IFES' activities. The Head of the Education Department would like more schools to receive the Civic Education Textbook as well as more teacher trainings. The Minister of Education,

Mr. Rakhmonov, has indicated that he would like international organizations to work more in locations such as Penjakent and Ayni, which are difficult to reach geographically.

During this visit, the Chief of Party had the opportunity to meet with the SAC students. These students wanted to launch a joint newspaper. IFES will assist them with the layout while the students will look for funding from private companies in Penjakent. IFES also conducted Internet trainings for SAC students in Penjakent in order to improve communication with the students. Internet cafés are available for the students to use.

Coordination meetings

IFES-Tajikistan held a meeting with the Aga Khan Foundation about possible cooperation with the Foundation's education division. Both institutions' programs and activities were shared and discussed. IFES received a list of schools participating in the Aga Khan Foundation's education project. An agreement was reached where these schools will participate in the IFES Civic Education Program and the Foundation may print the textbooks for their participating schools. A suggestion was also made to establish a model school via the involvement of international organizations to implement the Ministry of Education's programs. This school would serve as a model after the international organizations complete their direct assistance.

As part of the IFES Fan Club Program that the Tajikistan office is implementing, the IFES team met with the Head of Dushanbe Educational Department. IFES made a brief presentation about their education programs and shared some materials with the Dushanbe educational department. The Head of Educational Department happily received these publications and expressed interest in IFES' programs. She indicated her interest in cooperating with IFES.

The IFES-Tajikistan staff in a meeting conducted an overall evaluation and analysis of their activities during the second year of the cooperative agreement with USAID. The Chief of Party instructed the staff members to prepare the third year work plan and the related budget. IFES' staff members, in concert with colleagues at IFES-Washington, then prepared a programmatic work plan for the third cooperation year between IFES-Tajikistan and USAID in Tajikistan.

Initiatives Designed to Enhance Current IFES Programming

IFES-Tajikistan prepared a proposal in conjunction with the International Organization for Migration (IOM) for the Central Asia Regional Counter Trafficking Program that was submitted to USAID.

IFES' Chief of Party, with assistance from the Civic Education Textbook Coordinator, prepared TARFs on the following subjects:

- Civic Education/Interactive Methodology Training for MoE, DoE, and the AoE
- Teachers' Retraining Institutes
- A follow-up seminar for civic education study tour participants discussing the institutionalization of the Civic Education course

The TARFs were submitted to USAID in Almaty and a copy was submitted to AED Tajikistan. Upon the request of AED Tajikistan, IFES team prepared a budget for each of the TARFs. They were presented to AED.

III. MATERIALS PRODUCED⁴

- Training Module on International Standards and Principles of Democracy
- Training Module on Youth Rights and Responsibilities
- Training Module on Labor Migration and Trafficking
- Training Module on Voter Education and Elections
- Training Module on Women's Rights and Gender Issues; Human Rights
- Training Module on Critical Thinking
- Training Module on How to Work in a Team
- Training Module on How to Overcome Obstacles in Communication
- Training Module on Interactive Teaching Methods
- Training Module on Conflict Management Styles in Conflicts
- Second version of Civic Education Textbook Part I (in process with new Minister)
- Second version of Civic Education Textbook Part II (in process with new Minister)
- PowerPoint Presentation on IFES Programs
- Support materials on World Trade Organization for Student Parliament Program
- Final Report to AED/USAID on the Regional Democracy Summer Camp
- Final Report to AED/USAID on Student Action Committee Fair

IV. ISSUES AND PROBLEMS

Choosing the Campsite for the Democracy Summer Camps

IFES-Tajikistan selected a campsite in Karatogh Valley after checking the conditions and facilities the campsite offered and discussing the cost of the food and lodging. Students were invited to attend the camps and the logistical arrangements were confirmed. Unfortunately, two days before beginning the camp, a cholera outbreak notice was given by several international organizations and when the IFES team went to the Karatogh campsite on Saturday afternoon it was found that it had been closed for this reason. IFES local staff called all students during the evening of Saturday and all day Sunday in order to postpone their trip to the camps.

A search for new campsites began immediately and several locations were visited. Many meetings were held but most of the best campsites were already occupied. A call was received from the Presidential Apparatus in order to offer their assistance in finding a location for the camp and this was achieved when the Zimchurud site in Varzob became available to IFES. IFES informed USAID and the Embassy during every step of the process, and USAID provided outstanding assistance in determining new options for the holding of the camps.

Measured though positive progress with the Ministry of Education

The Ministry of Education's methodical review of the textbook has caused delays in printing and the distribution of the textbooks to the schools. On the positive side, the Minister of Education has become personally involved in reviewing the materials and has recognized IFES' contributions to the education of young students in the Republic.

⁴ Provided upon request

Need for intensive lobbying to facilitate implementation of activities

Upon a request from the Ministry of Foreign Affairs, all international organizations are required to report their activities in the field to the government. IFES must now include visits to government officials at the national, regional, and local levels in our programming visits. A strong lobbying program needs to be created in order to share the training modules with the Presidential Apparatus (although IFES has never been asked by this body to revise any materials) and to report its activities to the Ministry of Foreign Affairs. Although these additional activities are time consuming, they have proven to be effective. IFES was able to implement its entire programming portfolio without any complications.

V. PERFORMANCE MONITORING

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q-4 of FY05	Data for FY05 (Q1+Q2+Q3+Q4)	PROJECTIONS FOR FY 05 AS PER WORKPLAN
Civic Education Textbook and Course					
# of New Students Participating in the Civic Education Course	Student Participation and Reach of the Textbook and New Teaching Methodologies	Participating Schools	2064 Uzbek speaking students	<p>2064 new students participating in the project</p> <p>478 schools participating in the program (138 continue from year I and 340 have received training for the teacher).</p> <p>During year II of the program a new minister and his high level staff were appointed. Before this happened, in March 2005, IFES had already presented and discussed Parts I and II of the Civic Education Textbook with the Ministry and was in the process of obtaining the approval to print the books for the students. The new minister decided to review again both volumes and this has taken time although it has implied their direct involvement in the subject and a better understanding of it.</p> <p>Currently both Minister Rakhmonov and Deputy Mister Rahmov are participating in working on the textbook together with IFES.</p> <p>In year I IFES' goal according to the cooperative agreement with USAID was to cover a total of 3600 students and the actual achievement was 9790.</p> <p>IFES expects to fully cover the goals in year III.</p>	<p>9750 new students from</p> <p>445 schools participating in the project</p>

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q-4 of FY05	Data for FY05 (Q1+Q2+Q3+Q4)	PROJECTIONS FOR FY 05 AS PER WORKPLAN
Civic Education Textbook and Course					
# of New Teachers trained for the Civic Education Course	Teachers participated in the training	Report on trainings: list of participants	0 ⁵	25 teacher trainings conducted: (340 new teachers trained and 138 former teachers received re-training)	10 teacher trainings conducted
# New Students Participating in SACs (# of Women)	Student Participation and Reach of Extracurricular Civic Education Activities	Teachers/ Mentors	196 new students	884 new students (472 girls)	700 new students
# of SACs Formed (# of Activities)	Reach and Activeness of SACs	Teachers/ Mentors	6 new SACs were established: 2 in Ghonchi; 1 in Sabrina; 1 in Nortek and 2 in Khujand.	28 new SACs were formed in 16 new communities. (40 new activities carried out by SACs) 10 SAC training conducted.	25 new SACs formed in 12 new communities. 5 SAC trainings conducted.
# of Students (# of Government Officials) Participating in SLGD	Student Participation and Reach of Extracurricular Civic Education Activities That Promote Real-Life Learning	IFES	3 SLGD events have been conducted in Sarband, Fakirabad and Vase. 53 new students; 22 officials	154 new students, (77 boys, 77 girls; 84 officials). 10 SLGD trainings conducted 9 SLGD events carried out (The event in Turzunzoda was postponed due to the participation of the children in cotton picking)	100 new students 5 SLGD trainings conducted 10 SLGD events conducted
# of Hits on the Website	Awareness and Interest in IFES Resources	IFES	n/a	9576	No projected amount, other than an increase over previous reporting year.

⁵ Since Q4 is summer months there are no new school based program numbers to add.

Student Conversation Clubs (SCCs) and Student Parliament Day (SPD)					
# New Students Participating in SCCs (# of Women in SCCs)	Participation and Reach of SCCs	IFES	3 Conversation Clubs events were conducted with 65 new students.	7 clubs established with a total of 149 formal members (additional students participate in the events the club organizes) 216 students participated in SCC events.	6 new clubs established 50 students in each club
# of New SCC Events	Reach of SCCs	IFES	3 events	5 SCC events carried out (discussion on several topics) 5 events with Parliament carried out (discussion on World Trade Organization, Labor Migration, Education Reform, and HIV/AIDS). 12 trainings events implemented to prepare for discussions with Parliamentarians and 1 training to prepare for SCC in Kurgan-Teppe on WTO. 10 to 12 students participated in each event to facilitate discussion with Parliamentarians. Total of 50 students participated in SPD	2 SPD conducted 25 students participated in each event
Democracy Summer Camps (DSCs)					
# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES	100 students applied and 20 were selected for the Regional Summer Camp 764 applied and 310 were selected for the national camps	100 applied for the Regional Summer Camp and 20 were selected (A total of 20 participants for RSC). 764 applied for the national camps and 310 were selected (a total of 291 students participated in the camps due to change in dates because of a cholera outbreak)	3 national camps 1 regional camp 230 participants
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and	IFES	79,7 % of Students have a better understanding of democratic values (Note: Percentage based on	79,7 % of Students have a better understanding of democratic values	% of students with better understanding of democratic values

	Responsibilities of Citizens Who Value Democracy		results of entry-exit questionnaires)		
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Democracy Summer Camps (DSCs) (Continuation)

% of Students Expressing Interest in Civic Activism	Impact or Extracurricular Civic Education Activities on Behavior	IFES	73,8 % of Students Expressing Interest in Civic Activism (Note: Percentage based on results of entry-exit questionnaires)		% of students who demonstrate improved civic activism
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Political Party Development – Communications and Skill-Building Training Seminars

# of Participants in Political Party Development Programs	Participation and Reach of Training	IFES	Project was funded only through March 2005.	15 events conducted in 13 locations with all six registered political parties. 981 participants trained	20 trainings conducted for up to six party branches from Dushanbe, ARS, GBAO, Khatlon and Sughd; 400 participants trained
Level of Informal Networking Among Women	Impact of Training	IFES	“	High (observed)	High
Application of Skills Obtained During Training	Impact of Training	IFES	“	High (observed). Party members took part in preparing manuals, regulations and checklists.	High
% of IFES-Trained Party Trainers Conducting Training Programs Independent of IFES	Impact of Training	IFES	“	85 % of Trainers Conducted training programs independent of IFES. (Percentage based on follow-up interviews with trainers).	85 % of Trainers Conducted training programs independent of IFES.

Political Party Development – Gender-Based Training Seminars

# of Participants in Political Party Development Programs	Participation and Reach of Training	IFES		306 women participated in the PPD trainings	5 PPD trainings conducted for 100 participants
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Political Party Development – Gender-Based Training Seminars (Continuation)

Level of Informal Networking Among Women	Impact of Training	IFES	“	Very high (observed)	High
Application of Skills Obtained During Training	Impact of Training	IFES	“	23 training participants were registered as candidates	Participants improve their campaigning, communication, and public speaking skills
% of IFES-Trained Party Trainers Conducting Training Programs Independent of IFES	Impact of Training	IFES	“	80 % of Trainers conducted training programs independent of IFES. (Percentage based on follow-up interviews with trainers).	80 % of Trainers conducted training programs independent of IFES.

Political Party Development – NAPST Round Table Discussions

# of Events and Participants (including # of “Ordinary Citizens” participating)	Participation of attendees in promoting and advancing discussion of sensitive and topical political issues.	IFES	“	4 roundtables carried out between October 2004 and January 2005 20 participants per session ⁶ .	6 roundtables A total of 180 participants
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Political Party Development – Parliamentary Outreach Project

# of Viewers Watching the Parliamentary	Discussions with students and family	IFES	“	High number of comments and positive feedback received.	
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⁶ Numbers are lower as a result of political sensitivities during the period leading up to the election, which restricted the number of opposition party members or supporters participating.

Information Show	members.				
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Political Party Constituent Survey and Focus Groups					
Number of respondents who indicate knowledge of or affiliation with a political party.	Survey results.	Survey	“	17% of respondents are aware of party platforms; 36% aware of party’s leaders; low party membership of 1404 respondents surveyed, but 69% chose one of six registered political parties when asked which represents their views and interests. ⁷	Survey conducted through a local polling firm with fieldwork completed by November. Promoted and increased outreach by political parties to new constituencies
Increased outreach by political parties to new constituencies to expand their reach and message.	Observed after trainings.	IFES	“	High Observed during the Election Fairs in Qurghonteppa and Dushanbe with over 8,000 persons visiting the party booths	High

Political Party Observer Training					
Number of political party observers trained nationwide.	Number at trainings.	IFES	“	20 events conducted with 487 participants.	25 trainings conducted for 500 participants
Number of observers with enhanced skills and knowledge of observer and election officials’ rights and responsibilities.	Impact of trainings.	IFES	“	100%	

⁷ Though not necessarily an indicator of true or active party support (particularly when compared with other data), participants chose from parties listed in this question which asked: “which of the political parties listed below best represents the views and interests of people like you?”

Political Party Election Fair					
Number of citizens who turn out for the fair and received enhanced knowledge of the elections process and political parties.	Observed at event.	IFES	“	Around 2,000 in Qurghonteppa and around 8,000 in Dushanbe. The count was made through the posters that were given out to individuals.	One National Fair and regional fairs held if funding permits 1,000 participants
Number of parties who participate in the Fair.	Observed at events	IFES	“	All six registered political parties	3 representatives from each of the six registered political parties